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The JOURNAL of GEOGRAPHY

VOLUME XLVIII SEPTEMBER, 1949 NUMBER 6

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The JOURNAL *of* GEOGRAPHY

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The JOURNAL *of* GEOGRAPHY

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VOLUME XLVIII SEPTEMBER, 1949 NUMBER 6

SNAP SHOTS OF CLEVELAND

LUCILE CARLSON
Western Reserve University

It begins at the City Square, a small spot four blocks in size, and close to the lake. From the square, the city radiates out in all directions, stopped only by the lake front, and not even by that, for land has been reclaimed here by filling. Ugly or beautiful, fascinating at least, the Square is the place where the city begins. Around it rotates the noise of the city's traffic, screeching, rumbling, busy, leading in every direction down the avenues that connect with all parts of this teeming industrial city. Fronting upon it and facing the black monument of the old square are the railroad terminal with its tall tower, fifty-two stories high (Fig. 1), from which a view of the city spreads out, large department stores, little shops, eating places, banks, Cleveland College (the downtown center of Western Reserve University), the Old Stone Church, and Cleveland Hotel.

If you pause on one of the walks of the square and take in the scene, you can feel the rhythm of the city: busses and street cars stopping to let out and take on passengers, for this is the terminus of the transportation system; people hurrying back and forth, not pausing to glance around them except as they reach a crossing; cars, trucks, honking, in a hurry, everything dirty, black from the soot of the smokestacks of the industrial plants. It's a city—and it's busy—and it's thrilling to be a part of it.

A BIT OF HISTORY

The old monument may be a monstrosity to some but it is interesting, and it is dear to the hearts of Clevelanders. It stands in the east corner of the square, and was erected to commemorate the valor and patriotism of the soldiers, sailors, and the women of the

Relief Corps "of Cuyahoga County, State of Ohio, in the War of the Rebellion," that is, the Civil War.

Darkened with smoke like the rest of the scene, it is almost difficult to see clearly for it blends so completely with its background. There are rose gardens and trees in the little parks, and in the north corner of the square, a fountain. In summer, and even

FIG. 1. Looking across the public square from the north to the Terminal Tower. To the right, and connecting with the Union Terminal Station, is Cleveland Hotel; to the left, the Higbee Department Store. (Courtesy Cleveland Convention Bureau.)

in early winter when the air is not so cold, loafers sit idly around, but a chill gust of wind from Lake Erie may set them, as well as all the passers-by, moving quickly out of the open and into the protective shelter of some building, for the breezes that blow from Lake Erie are often penetrating and raw, tho refreshing and stimulating. In the south corner of the square is a statue that bears examination, that of General Moses Cleaveland for whom the city

was named. After the Revolutionary War, Northeastern Ohio was claimed by Connecticut, and a private company undertook to settle this region. As head surveyor for the land company, Moses Cleaveland "chose the present site of Cleveland at the mouth of the Cuyahoga River for an important city in July, 1796." The settlement was named Cleaveland but later the "a" was dropped. It happened by chance. A newspaper editor, trying to fit the name into a title, found it one letter too long. So he simply dropped the "a" to meet his needs.

Turning back to the railroad terminal, you look up to the tower, in the daytime silhouetted clear against the sky or so blending with the mists of a cloudy day as to be scarcely discerned, especially at a distance; at night, it glows mellow and soft in the darkness. The lights may recall the fact that Cleveland was the first city in the world to have its streets lighted by electricity, and that it was on the public square, on a night in 1878, that the first twenty lamps were illuminated, for the electric arc lamp was invented by a Clevelander, Charles Brush.

LAKE ERIE

Ascending the tower heights by elevator, you move directly to the north windows. There, stretching away into the distances, is Lake Erie. As far as eye can see there is water. It looks like an ocean, with its vast expanses extending north, east and west until they are lost as they blend with the sky. For a distance of thirty miles, Cleveland stretches along the shore of this beautiful lake.

Fourth in size of the Great Lakes, it could sink Vermont or New Jersey and Rhode Island within its depths and there would still be lake to spare. Depending on the day, its moods change. In the sunlight, the crests of the waves glisten like diamonds and the depths reflect a deep blue; let a cloud blot out the sun, and the surface presents a gray, sombre and riled cast. Those cliffs in the nearer distance are sixty feet high. They were formed by the beating of the water against the shore for the erosive power of the pounding waves is very great.

One can see long distances across the lake. That farthest visible jut of land to the west is Avon Point, twenty miles away. What is that orange object in the lake, directly ahead, that looks like a stationary ship? It is the crib, the intake to the tunnel that provides the city with its abundant supply of fresh water.

VIEW THRU THE EAST WINDOWS

Moving to the east windows, you have the city, sprawling over the flat surfaces on which it is built. Flat, flat, flat, the city stretches away into the distance until the buildings merge and disappear in the trees or haze (Fig. 2). Only in the suburbs of Metropolitan

FIG. 2. Cleveland to the southwest of the Terminal Tower. In the right center of the picture is the tower, and directly behind it, a portion of the industrial district. The large turning basin of the river is to be seen in the extreme right. The tall narrow skyscraper to the left of the tower is the Ohio Bell Telephone Building, located at 750 Huron Road. Most of downtown Cleveland is visible in the foreground. (Courtesy the Cleveland Electric Illuminating Co.)

Cleveland are there prominences in topography. Many of the suburbs are built on "heights," as is evidenced by their names; Shaker Heights, Cleveland Heights, etc.

Directly to the east is old and colorful Euclid Avenue that makes its start at the square and travels for a distance of about fifteen miles before it reaches the edge of the metropolitan area. If you board a street car, it will rack along at a leisurely pace or occasionally wobble from side to side as it increases its speed to make up time between stops that are farther apart than the usual two blocks. Or you may take a swift-moving bus. Either will carry

you thru, first, the main shopping center, then past the old mansions that in a more leisurely day in its history faced the Avenue but that today serve as museums, schools, and the like.

Euclid Avenue is a story in itself. From a quiet, restricted residential district of forty years ago, it has become the busiest street in Cleveland. In fact, the corner at Ninth and Euclid is one of the busiest corners in the United States. You can find anything on Euclid. From the downtown shopping center with its large department stores and shops of all sorts, there is a nearly continuous line of business establishments for more than a hundred and fifty blocks.

Euclid Avenue has no claim to beauty, yet in places culture, education, and even charm may mingle with the business and industry. Fenn College, with its tall sky-scraper-like building, stands out boldly from its surroundings when viewed from the tower. Much farther along the Avenue, just beyond the place where it makes its big turn, are the Case School of Technology and beside it, old and historic Western Reserve University, founded in 1826, when Cleveland was a part of the old "Western Reserve" that extended from Connecticut thru eastern Ohio.

Across Euclid Avenue from the University is Severence Hall, where the Cleveland Symphony Orchestra, one of the outstanding symphonies of this country, presents its concerts. Just beyond Severance is the Cleveland Museum of Art placed in a setting of parks with landscaped gardens and sculpture. But we have passed far beyond the scope of the vistas that can be viewed from the tower. Euclid Avenue goes on and on, past more industry, more parks, more schools and shopping districts, on into the suburbs.

So let us turn back to the nearer view again. Looking directly down, one sees the square and, facing the rose gardens, the Old Stone Church with the clock on one of its towers. It is an historic structure built in 1832, twice destroyed by fire, but rebuilt according to its original plans, one of the oldest churches in Cleveland that still stands. Almost within line of our vision is Weddell House, located on West Sixth Street. Here Abraham Lincoln stayed overnight on his way to the national capital to be inaugurated as President of the United States in 1861.

There are other buildings of interest to be seen thru the east windows: Cleveland College, the Federal Building and beside it the Cleveland Public Library, most extensive open shelf library in the

FIG. 3. Looking across the Mall to Lake Erie from the Terminal Tower. In the foreground is the corner of the square. At the upper end and to the right of the Mall is the Board of Education Building and, toward the lake, the Music Hall and Cleveland Public Auditorium. Memorial Drive and port installations, with the breakwater, are also visible.

United States; the Court House and City Hall; the Municipal Auditorium, where for a week the Metropolitan Opera annually performs to packed houses of Clevelanders. The Mall, with its shaded walks and plots of grass, looks out across Cleveland Memorial Shoreway Drive to Lake Erie (Fig. 3).

INDUSTRY IN CLEVELAND

To the southeast, the sky-scraper of the Ohio Bell Telephone Company is prominent in the middle distance. Behind it lies an extensive cemetery, looking out of place in the midst of the city's industry and business, and beyond that, one of the red-brick housing projects put up during the war. Just to the west of this, a dark blur is made out to be a mass of sloped roofs—houses, blackened with grime and age, of one of the poorer districts of Cleveland, where a part of the large Negro population of the city lives.

Directly to the south, as far as eye can see, industrial Cleveland is spread out (Fig. 4). The stacks of the steel mills and oil refineries

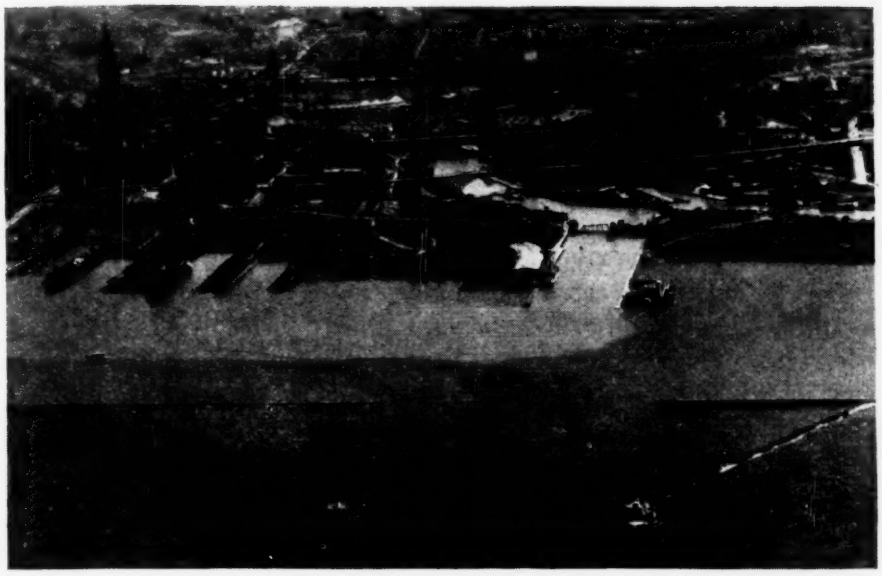

FIG. 4. Air view of industrial Cleveland from over the lake. In the near foreground is a portion of the breakwater, while along the shore, docks and the railroad termini are visible. Beyond the shore, and stretching into the unseen distance, is the network of bridges, railroad tracks and river bends mingling with the heavy industry of the city. (Courtesy Norbert Yassanye, *Cleveland Plain Dealer.*)

with their curling smoke of white and gray, black, red, or flaring with flame, give evidence of the heavy industry for which this city is known. The world's largest continuous strip mill is here, Republic Steel, its huge factories distinctly visible in the center of the scene ahead of us. Cleveland is a large producer of iron and steel. Approximately 6½ per cent of the pig iron and 5 per cent of the steel of the United States was manufactured in this city in 1948.[1]

[1] Pig iron and steel capacity and production of the United States by districts (1948):

	Pig Iron (tons)		Steel Ingots (tons)	
	Capacity	Production	Capacity	Production
Cleveland-Detroit-Toledo ..	6,495,000	6,076,147	4,224,000	4,023,306
			(Cleveland only)	
Eastern District	13,093,560	11,628,560	18,478,430	17,249,374
Pittsburgh-Youngstown	25,588,120	23,634,734	37,976,890	35,524,711
Chicago District	14,700,290	12,579,049	20,584,320	19,252,549
Southern District	4,949,660	4,667,144	4,427,220	4,307,677
Western District	2,612,300	2,263,206	5,069,500	4,693,503
Total United States	67,438,930	60,848,840	94,233,460	88,533,729

(Cleveland produces about 70 per cent of the pig iron and steel of the Cleveland-Detroit-Toledo District). Data from Iron and Steel Institute.

Thru the windows to the south and southwest can be seen the winding Cuyahoga and the canals with the barges that carry their bulky cargoes of ore and coal. The banks of the streams and the adjacent sites are cluttered with a medley of buildings. Small tugs, that tow the great ore barges up the Cuyahoga to the steel mills, are anchored in the river.

You see that heroic little tug, with its huge burden, gallantly puffing along up the river? It has almost reached the turning basin. It seems impossible that it can manipulate that huge trailer of ore at the bend and along the oxbows. Up near the mouth of the river, where some straightening has been done, it is easier. They cut a new mouth in the Cuyahoga to eliminate the lower portion of the last oxbow, and the government is constantly at work dredging the river bed to keep it deep enough for navigation. Whiskey Island, site of ore docks and oil storage tanks, lies between the old and new mouths of the river.

The storage tanks of the Sohio Oil refineries spread over considerable areas and are lost to sight until one moves to the west windows where the tanks, the industry, the meandering river are again picked up along with new features added to the scene. John D. Rockefeller, a native son, did the first oil refining in Cleveland. He began in 1859 and started very modestly. That rather large building, almost directly below us, was erected by him and served as his first offices.

The huge ore docks are now visible. On Whiskey Island, and along the lake front, with their immense piles of red ore heaped along the shore, are the docks of the Cleveland and Pittsburgh Ore Dock Company. Inland, along the channel of the Cuyahoga River, are the smaller Erie Docks. Here Lake Superior ore is unloaded for re-shipment by rail to the steel mills of inland cities farther east. Suspension bridges, that connect the docks on Whiskey Island with the mainland, lower their spans to carry ore cars or raise them to allow for the passage of river boats which carry ore into Cleveland, the largest ore-receiving port in the world.[2]

Do you see straight ahead of you that stream that looks as if it were tributary to the Cuyahoga? That, formerly, was a part of the old oxbow, and it was there that the ship-building industry of Cleveland was carried on during the war. Today, in place of busy shipyards, idle barges are tied up during the winter season. The

[2] Conneaut, Ohio, ranks second in the world as an ore-receiving point.

fishing wharves are at the turn of the bow at the head of the man-made river mouth. From these wharves, as early as the middle of March, the tugs (for that is what the fishing boats really are) set out for their catch of fresh-water fish from the lakes: trout, pike, pickerel, white fish, perch.

TRANSPORTATION AND TRAFFIC

Another red brick housing project is observed. Strange place for it, lying between the high Main Avenue Bridge, with the constant and heavy traffic, and the old river. There is a mass of bridges, forming a veritable network, crossing and recrossing the Cuyahoga in front of us. Twisting along beside the banks of the river are several rows of railroad tracks. Traffic of all kinds is visible here: motor traffic on bridges and roads, railroads, river craft, and lake boats and barges. Yes, aircraft, too; and away in the distance, looking like a narrow wedge or shaft of white above the trees, is the airport, one of the finest and busiest in the world. An additional air strip was opened in the summer of 1947 within the city along the lake. If we move over to the north windows it can be seen. This strip, lying to the northeast of the tower, has been taken from the lake by filling. The portion of the project next to be finished is also visible. A wall has been thrown up around the area that is to be filled, and just to the west, still another addition will be walled and recovered. You can see some of the rubbish that has been dumped in for fill—crates and boxes that will be burned to assure a solid pack. This downtown airstrip, just a few blocks from City Center, will take planes as large as DC 4's and 6's. Mail and passenger traffic will shuttle easily between downtown Cleveland and this airport.

A GLANCE AT THE LAKE

We have made the circuit of the tower windows and are back again to the lake. Less captivated by it now, we can see what lies below us along the shore. More ore docks have come into view, with the hundreds of freight cars in the railroad terminus on the docks. Along the lake front stretch anchorages—passenger, and those of the Coast Guard Stations, whose boats stand ready to set out in case of any emergency. All lie within the breakwater that extends for a distance of eight to ten miles along the waterfront. Just beyond the breakwater, the lake looks very muddy, but farther out it

becomes a clear blue. Within line of our vision is the famous lake front stadium, seating 80,000 and providing fine facilities for big outdoor events, such as the baseball of the Cleveland Indians.

Much that is important to Cleveland as a city can be discerned from the tower, but there is much that cannot. Part of its heavy industry is to be seen, but nothing of its variety. Cleveland manufactures about 14,000 different products, and is second to none in the diversification of its manufacture.[3] It ranks among the first in the world in the manufacture of paints and varnish, as well as of nails and tacks. Tho New York is the recognized center of the clothing industry, Cleveland has a very important business in the production of both men's and women's clothing.

THE PEOPLE

Nor can its people be observed from the tower. You can make out the thousands of persons that are constantly passing to and fro on the sidewalks of the shopping districts, tho you cannot distinguish the characteristics of this cosmopolitan community. "Here, as in Pittsburgh, Buffalo, and Chicago, the majority of the people are of recent European stock. They are first- or second-generation Americans who came here in answer to a need for labor during the industrial development of the late nineteenth and early twentieth centuries." While in cross-section the population of Cleveland closely resembles that of other industrial cities of the East and Middle-West, the composition of the populace is a little unique. It is a city of minorities, one of the most heterogeneous in the nation. The metropolitan area numbers about 1,200,000, of which an estimated 906,000 live in Cleveland proper and it is still growing. Negroes make up about 10 per cent of the population, and of the Caucasians, 69 per cent are native Americans, 20 per cent foreign born. Orientals compose but a tiny fraction of the total. Among the European groups, Slavic peoples predominate.

Here, there is diversity of race and diversity of religion. This, however, but adds color and richness to the cultural heritage of all, for they are a unified group, with a high degree of civic pride and friendliness. For all of its hundreds of thousands of inhabitants, Cleveland goes out of its way to welcome new residents. It is a very natural city and has seemingly never outgrown (and it is to be

[3] Out of the 454 manufactured-product classifications tabulated in the United States Census listings, Cleveland manufactures 323.

hoped it never will) the homely warmth of the small village Cleaveland.

Civic pride is exemplified in many ways but perhaps most eloquently and visibly in the Cultural Gardens. There are ten in all: Polish, Yugoslav, Hungarian, Lithuanian, Hebrew, German, Russian, Italian, Greek and English, each presented to the city by a different national group. You pass them one after the other, if you take the Parkway Drive from Western Reserve University, past the Art Museum, to City Center.

The cosmopolitan character of the population may be one of the reasons for Cleveland's interest in foreign affairs. This international-mindedness might almost be called a movement, so dynamic is its quality. It is spear-headed by the Council on World Affairs, a local organization that is active in promoting world-political-intelligence among the citizens of the city. You have perhaps heard of it, for it is known from coast to coast.

SOME MISCELLANEOUS "SNAPS"

These are but snap shots at the city. So much more might be added. For example, Cleveland has been called by several names that generalize of specific characteristics for which the city is known. Have you heard the term "Forest City"? From this vantage point, the name would not seem to be applicable, for only in the distance do trees in any number appear. It formerly was, however, and even today, a look at the parks and suburbs would perhaps justify the title.

It has so large a greenhouse industry that it has been called the "City Under Glass." Extensive horticulture is carried on in, and more especially around, Cleveland. Flowers and vegetables, particularly tomatoes, are raised.

You have perhaps read the slogan, "Best location in the nation." Did you know that within a radius of 500 miles of Cleveland over half of the population of the United States is located? Seventy-five million of them, including cities 100 miles to the east of New York and almost 200 miles west of Chicago!

If you have come to Cleveland recently, and are sensitive to impressions of things around you, there are several aspects that forcibly strike you at once. First of all, emerging from the Union Railroad Terminal, you see the square. It is a bit surprising that in the midst of this apparently busy, big city they still retain this

remnant of former days. At heart, it is but a small town. The friendliness of the people, later experienced, reinforces this feeling.

A second impression you perhaps receive is that of the verve, the energy, the busy-ness of Cleveland: masses of people, masses of traffic, all hurrying, engrossed. Then, the color of the surroundings would perhaps strike next upon the senses: soot on the buildings, grime under foot. How can it be otherwise with all the smoke from the factories, the tugs, the trains, the ships? It is an industrial city, and commercial.

Moving out of the city center into the areas of residence and campus, the sheltering protection of the elms that shade the streets impresses deeply upon one. They seem to lend an air of almost human warmth. You find yourself drawn to the city in all of its various moods. It's good to be a part of it.

Facts About Cleveland

Did you know that:

Abraham Lincoln stopped overnight at Weddell House in Cleveland on his way to the National Capital to be inaugurated as President of the United States in 1861?

The Cleveland Public Library is the most extensive open-shelf library in the United States?

The Cleveland Municipal Auditorium is the largest in the United States, and houses the greatest electric pipe-organ in the world?

The World's largest continuous strip mill is located in Cleveland?

Cleveland is the greatest iron ore market in the world?

The Cleveland Municipal Airport is the largest municipal airport in the world, several times larger than La Guardia Field?

Cleveland is the greatest convention city in the United States for its size? Only Chicago, New York, and Atlantic City surpass it in number of conventions?

Cleveland has one of the two exclusively Health Museums in the western hemisphere, and the oldest?

More lectures per capita are delivered here than in any other American city?

Cleveland is the United States Capital of amateur dramatics, having about 250 amateur theatres in the city?

Cleveland has the sixth largest savings deposits in the United States?

Close to Cleveland are the largest producing deposits of sandstane in the world? These are located at Amherst, about thirty miles distant.

The electric arc lamp was invented by a Clevelander?

The Terminal Tower is the seventh tallest building in the world?

Cleveland is the sixth largest city in the United States?

More than 60 per cent of the nation's industry, 75 per cent of the productive value, and almost 80 per cent of the payroll dollars of the United States are within a radius of 500 miles of Cleveland?

Cleveland is the largest producer of jet engine parts in the world?

Cleveland is second to none in the diversification of its industry?

THE TYPE OF GEOGRAPHY TAUGHT IN THE SCHOOLS OF ENGLAND*

NEVILLE V. SCARFE
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In England today geography has passed beyond the stage of defending its position as an important school subject at all ages. It has an agreed philosophy; it has proved its worth as a training in citizenship; it has assumed a major role in town and country planning. Just now when the battle cry of educators is "integration of subjects and closer contacts between children and the real world outside the classroom," geography naturally comes into its own, for geographers have always attempted to present a comprehensive view of man in his setting, and have stressed the need for keeping geography in school essentially real and vivid.

THE BASIC PHILOSOPHY

In our schools geography is conceived as describing two sets of phenomena on the earth, so that the relationships between one and the other are more easily recognized and understood, and the pattern of human life and settlement on the globe more readily comprehensible. The first set of phenomena is clearly the natural conditions or the physical background; the second set of phenomena are the human activities and settlement. Some would shorten the phraseology and say simply "phenomena of place" and "phenomena of work." Geography is not merely descriptions of places or descriptions of human beings in groups, but rather a study of the relations between those descriptions. Geographical facts might be described as the evidences of human adjustment to place, or the resultants of the interplay of man and place. This view does not neglect place or human beings but it represents a shift of emphasis when compared with some previous notions of geography which tended to stress solely descriptions of place as geographic facts irrespective of their human significance.

SCIENTIFIC METHOD OF STUDY

This viewpoint is particularly characteristic of our schools because of the methods of study and the positive efforts necessary

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to keep the subject real and interesting. Observations and descriptions of the facts of human adjustment to place are the starting point of school studies. The work that men do, the tools they use, the houses they build, the clothes they wear serve to open the geographical argument, for what may at first sight seem strange or haphazard is usually cleverly and sensibly related to natural conditions which are effective now or have been effective in the past. Put in another way, the geographical argument in school works from observation and description of human adjustment towards the physical background, for the ultimate purpose is to lead children to discover for themselves the influence of physical conditions when presented with evidence of human adjustment in a given setting.

Like a geometrical problem the geographical argument starts with certain given data (descriptions of human life and work on the one hand and descriptions and maps of terrain and climate on the other) and works towards an answer or conclusion which is, in fact, seeing the correlation of things. This is by no means easy, but it is a natural method of thinking and research and very different from old methods of teaching which erroneously thought that the geographical sum started with given physical conditions and, assuming that children knew all about the correlation of things, proceeded to work out by inspired guess work what the human adjustment would be. The fallacy was, of course, that children had no experience or knowledge of how human beings adjust themselves to physical conditions either now or in the past until they had had a complete school course. The old geography teacher has long been outmoded who thought that children should start their geography course by learning by heart the world wind and pressure systems, the causes of rainfall, and the conditions necessary for the growth of a range of crops, so that they could work out human activity from such uncomprehended rules. Determinism is dead, unscientific methods of learning dying, and the world wind system hypothesis about to be exploded. The modern method works from the human adjustment toward an accurate appreciation of place so that future citizens can understand how far conditions of place influence political and social conditions in the world around.

Unity of Geography

School geography, then, has as its main aim training in citizenship or in other words a social purpose. From that point of view

it is social geography. Because it starts with human adjustment it is human and economic geography. In that it works clearly towards the conclusion that conditions of place make a difference to society it is evident that conditions of place or physical geography are basic to the study. Nevertheless, because children do not divide geography into categories and because "geography is the art of not dividing up what nature has brought together" it is unusual to find any branch of geography being taught separately.

In planning geography courses the teacher pays more attention to the mental processes involved in learning than to any arbitrary division of the subject. Thus descriptive and observational geography must precede relational thinking in school order and in lesson order. In the junior school (up till 11 years old) descriptive work forms nine-tenths of the course. In tackling new work seniors (11-16 years old) must start with descriptive data. "Descriptive" is here used to mean simple straightforward evidence in word, picture, map, or specimen form which has to be studied before it is interpreted. Textbooks do the relational thinking for the children (i.e. they are answer books) and so are not normally descriptive in this sense.

The world is so big that in order to encompass it at all in a school course, it is necessary to select a few small-scale typical samples of larger regions. This method of detailed sample studies almost inevitably makes geography mainly regional and not topical in outlook, at any rate at the secondary school stage.

The type of geography outlined above is bound up very closely with the methods of teaching in school and particularly with the positive efforts that all teachers must take to keep geography from being mere words parroted-off or mere map knowledge.

THE SIZE OF THE EARTH

Geography in the past has all too easily become an unreal study in school for three reasons. The first lies in the nature of geography itself. The world is so large and so full of variety that few teachers can claim to know what it looks like and feels like to live and work in every small corner of the globe. Even if they did there is not time to teach or learn it all in school. The result is that unlike other scientists we tend to generalize too soon and from too little detailed evidence. Without a basis of experience, generalisations are unreal. Children are essentially lacking in experience and in awareness of the significance of experience, and so the great size and variety of

the world is difficult for them fully to comprehend. Their world is very small and they find it difficult to imagine the scale on which the world is built.

Words and Maps

The second reason is that we must use symbolism in order to teach this huge world. Words are often learned by children without a full knowledge of their meaning. Geography is about things, not words about things. In order that words shall be full of meaning and experience, local outdoor studies are fundamental to all school geography. For the same reason photographs and specimens are essential.

Maps are the tools of geographers but not all maps are as easily understood as others. They need to be made before they can be understood and used. The ideas of scale, direction and the use of agreed symbols should naturally arise as children draw their own maps. The maps that they draw and use should first be maps of areas like their school district which they can visualize. The old atlas maps of continents teach wrong ideas to young children unless preceded by several years of work with making and reading maps on such scales as 25″, 6″, 1″ and ¼″ to the mile. Children need to learn the direction and the feel of the rest of the world from where they stand, long before they use an atlas. They need to feel that north France is nearer to England than the south; that New York is nearer than San Francisco. They need to visualize the world from where they are before using a map to give that picture precision. Much of the unreal geography learned in school is due to the fact that not enough training is given in map making and map reading of small areas, particularly in relating the local map to the local area, or in relating pictures of foreign areas to relevant large scale maps. It is because children find it difficult to imagine large areas that the teaching is done by sample studies, i.e. complete detailed descriptions of small typical areas or units such as farms. Continental outlines mean very little, and therefore atlases are of little use before the age of 12.

Scientific Techniques

The third reason for unreality is unscientific methods of teaching. Learning in school involves at least two very important processes, (a) discovering new things, and (b) mastering the knowl-

edge gained. Both processes require diligent effort and vigorous application of the thinking powers. Both processes require physical and mental activity.

Mastering knowledge requires practice, repetition and application. It is often artistic expression work and play activity, and can be very creative. In geography it may take the form of painting scenes, or constructing dioramas, or arranging exhibitions, or preparing and acting plays, or collecting and sorting data, or drawing maps, or making written records.

Discovery is essentially a scientific process of research. The ideal method would be to go see places, but in practice actual visits are very few; instead, the teacher has to bring to the classroom whatever evidence and data of the place in question he can secure. Sometimes there is the true vivid travel story, sometimes the traveller himself, sometimes the native inhabitant of the distant place. More often the teacher must rely on a few still pictures or short films chosen for their typicality. Specimens, models, diagrams, also help. Then there are official yearbooks and statistical data, and finally but by no means least—maps.

With a particular worthwhile aim or purpose in the minds, both of the teacher and the pupils, a certain amount of selected descriptive material or data as indicated above is presented to the class and then by carefully chosen questions, exercises, guidance, and stimulus, the pupils are set to work analyzing and studying the material presented, in order eventually to find out a partial solution to a problem, or the conclusion to the aim set at the beginning. This conclusion is usually a statement of how certain environmental conditions influence human life and activity, first in the small sample area chosen for study and then in the larger region for which the sample is typical. The discovery of some conclusion or generalization is only the beginning of the learning process, for there must be, as in all scientific work, proper records of the material studied, of the observations made, of the experiments undertaken and of the conclusions drawn. Maps and illustrations must be constructed to prove the validity of the conclusion. The knowledge is by no means mastered even then, for there must be repetition work largely in the form of expression work requiring the reconstruction of the scene or the activity studied in some other convenient media. In addition, the material must be constantly revised and applied to subsequent studies. Revision lessons (i.e.

looking at the material another way) form an integral part of any course. At the end of a course of lessons covering North America regionally for 14 year olds such revision lessons as "The relief of North America," "The Climate of North America," "The Forests of North America," "The power resources of North America," "Fruit growing in North America," give another viewpoint.

Geography Laboratory

With this brief account of school work in geography it will be clear that the classroom in which geography can be taught must be a combination of a laboratory and a craft room in which wall space for exhibitions and floor space for moving about are essential. Storage space for the materials of study, and materials to make things will also be considerable.

Social Geography

To summarize the foregoing arguments it can be stated with qualifications that the aim of geography in school is to offer a partial explanation of political and social conditions in the world, and to make the pattern of human life and activity understandable. Many lessons have therefore a social or citizenship aim. The term "partial explanation" is used to make clear that a full explanation could only be given by additional studies in history, sociology, science, etc. We can offer only the geographer's contribution, i.e. how far natural conditions of place directly, or indirectly thru history, influence human life, work and outlook. The method of doing this is to apply a scientific research technique, and to start with the more obvious and immediately interesting human adjustments and work towards the physical influences, or in other words, to start with effects and work towards causes.

THE BLUEBERRY INDUSTRY IN AN UPPER MICHIGAN COUNTY

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The gathering of wild blueberries in the United States is one of the few remaining collecting industries in a country whose original inhabitants subsisted largely from the free and uncultivated gifts of nature. Today, the value of the harvested wild blueberry crop exceeds several million dollars, and collecting phases of the industry alone support thousands of persons.[1]

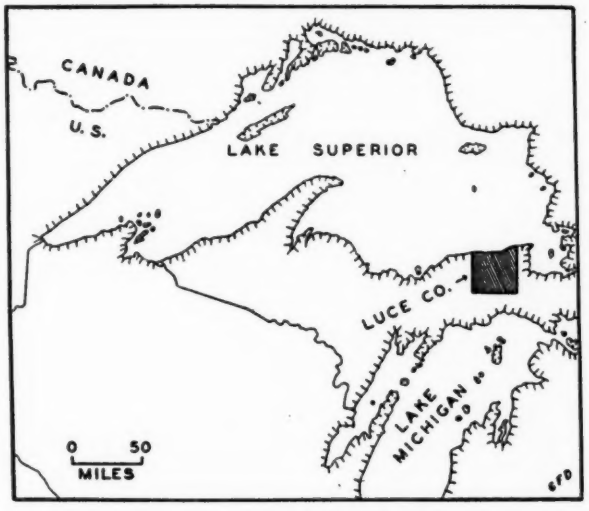

FIG. 1. Luce County, Michigan

Representative of the industry is blueberry harvesting in Luce County, a sparsely-populated area of over 900 square miles in the middle of the Upper Peninsula of Michigan (Fig. 1). Farmland, villages, industries, paved roads, and railroads are confined to the southern third of the county. Most of the central and northern parts of the county are covered with second-growth or virgin deciduous and coniferous forest, but in certain of the more recent or persistent "burns" and lumbering "slashes" there has grown up a dense thicket-like vegetation consisting of bracken, grass, fern, sumac, and briars, with scattered groves of scrub trees (poplar, fire cherry,

[1] Darrow, George M., *Blueberries*, Leaflet No. 201, U. S. Department of Agriculture, October, 1940.

white birch, and upland willow). It is in such areas that the blueberry bush thrives for, unlike most other wild products, both animal and plant, that disappeared or dwindled in amount as white man encroached upon the land, the blueberry bush actually has prospered as the forests were cleared and large tracts of cut-over and burned land were left in the paths of advancing lumbermen. Hence, the wild blueberry in Luce County during recent decades actually has been more readily available than during the Indian era preceding 1882.

EARLY STATUS OF BLUEBERRY COLLECTING IN LUCE COUNTY

Occasional reference to collection of blueberries is found in early issues of the county weekly newspaper, *The Newberry News*, during several decades following initial settlement of the region in 1882, but apparently the crop was intended solely for home use by pickers or for sale at local grocery and general stores in Newberry, Dollarville, and other villages of Luce County. Commercial development was retarded since outside markets for the fruit were undeveloped, fast transportation was non-existent, and adequate facilities for handling the perishable product were unavailable on the Duluth, South Shore, and Atlantic Railroad.

During early decades of the 20th Century, however, the blueberry industry began to assume commercial proportions, as public demand increased and as rail and road transportation facilities improved. The fruit, being gathered in larger quantities than the local market could consume, was purchased by outside buyers and shipped by railway express to distant urban markets. No attempt was made by owners of berry-producing lands (lumber companies, land-speculation companies, and the State of Michigan) to regulate picking; instead the crop was freely available at no cost to both local residents of the county and to outsiders. Indications are that most of the picking was done by local labor, and that there were few outsiders among the berry gatherers. Quantities of berries collected in Luce County varied from year to year, depending upon climatic conditions and prevailing market prices. During 1920, an exceptionally favorable year, thousands of bushels of berries were said to have been harvested.

THE MODERN BLUEBERRY INDUSTRY

The modern blueberry industry of Luce County is an important element in the economic life of the area. In good years some 300

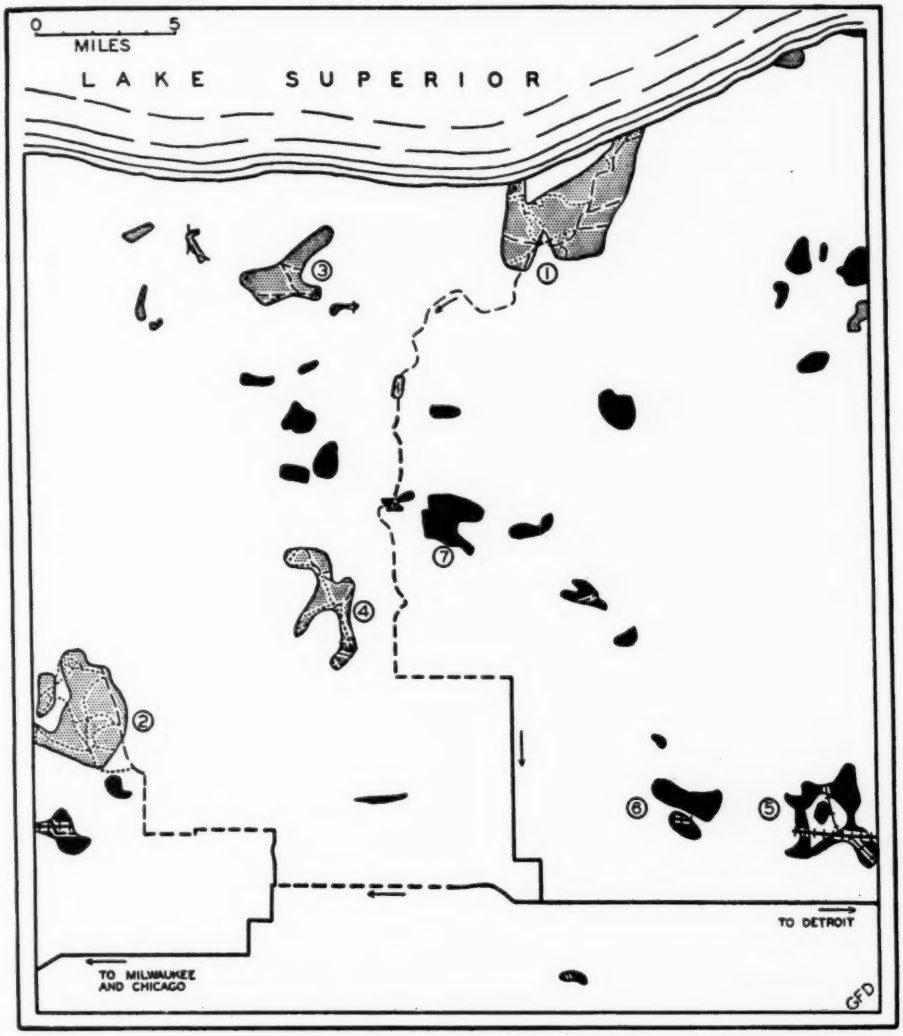

FIG. 2. Blueberry Areas in Luce County.

Stippled areas represent dry, sandy blueberry plains of the uplands; dark areas indicate wet, boggy blueberry tracts of the lowlands. Heavy continuous lines are hard-surfaced roads; heavy dashed lines are gravelled roads; light dashed lines are good dirt roads; short dash lines are poor dirt roads; conventional railroad symbol indicates the Duluth, South Shore and Atlantic Railroad. All road and railroad symbols are restricted to blueberry areas except for the main north-south and east-west roads in the county. Arrows and city names indicate routes followed by blueberry trucks from the Two Hearted River Plain (Region 1). Regional numbers near several of the blueberry tracts are referred to in the text. Region 1 is the only area of large size in recent years having good stands of berries, an adequate road system, and dry ground.

out-of-county pickers, and an unknown number of local residents, are in the fields for a period of several months, gathering tens of thousands of crates annually. During this period, pickers establish for themselves a tent and auto-trailer village that equals or exceeds in population any other village in the county except Newberry (population 2,732).

Despite widespread distribution of blueberry tracts thruout Luce County, the present-day industry is largely concentrated in one twelve-square-mile area in the far north, known as the Two Hearted River Plain (Fig. 2, Area 1). Only here, on the sandy cut-over pine lands near Lake Superior, is there to be found at present[2] a favorable combination of large area, good stand of berries, adequate road network, and dry soil. All other blueberry areas in the county are handicapped by small size which makes large-scale commercial picking unfeasible (See Fig. 2 for numerous such areas), thin stands which are unprofitable to pick over (areas 2, 3, and 4, Fig. 2), inadequate road facilities which make it difficult to ship berries to market (areas 6 and 7, Fig. 2), and/or wet boggy soils that hamper the pickers (area 5, 6, and 7, Fig. 2). Hence, except for occasional local pickers that wish to obtain small quantities of berries from nearby fields, virtually all picking activities in the county are concentrated in the Two Hearted River Plain.

The blueberry industry exhibits pronounced seasonal rhythm. During more than ten months of the year berry fields are devoid of folk except for an occasional stray hunter or fisherman. In the later part of July, however, if the season has been favorable, berries begin to ripen and a veritable army of pickers descends upon the Two Hearted River Plain. In nondescript cars that are loaded with family belongings, they drive up the north road from Newberry and establish a tented village at the edge of the berry fields (Fig. 3). First there is only a tent or two; the next day there may be a dozen tents with an occasional trailer; within a week the full complement of several score tents and a dozen or so trailers are in place. Following close on the heels of the pickers come

[2] Conditions in the berry industry have varied from decade to decade, so that the Two Hearted River Plain was not always the most important berry center. For instance, before the advent of low priced cars and automobile roads, far northern berry tracts were too inaccessible from the populated southern one-third of Luce County, and nearby fields were undoubtedly more important. Furthermore, stands of berries tend to improve or decline with the years, so that the Two Hearted River Plain probably did not always surpass other berry areas in this respect.

several buyers. One may represent a local purchaser of berries in Newberry; others will be agents of firms in Chicago, Detroit or similar cities. Each brings a large tent, which he erects in the midst of the pickers' dwellings and stocks with considerable quantities of stores. All the business of the village is conducted in the tents. Crates of berries are sold to the buyers and everyday supplies such as food, clothing, gasoline, picking and camping equipment, soap

FIG. 3. Berry Picker's Tent on the Two Hearted River Plain, Luce County. Photograph taken in Section 18, T49N, R9W.

and trinkets are purchased by the pickers. With dawn the berry pickers—fathers, mothers, and children—climb into family cars and drive out the dirt roads to their stand of berries. Pails in hand, the members of each family scatter out across the fields from the parked car, returning when necessary to empty their cans, and for the noonday meal. At nightfall, pickers drive back to camp to sell or barter their gatherings to the storekeeper. The routine continues day after day for some six to eight weeks, until the first heavy frost some time in September. With frost the berries burst and are no longer fit for shipping, and, as quickly as the tented village and its inhabitants appeared, just so quickly do they disappear and leave the fields to bird and beast.

The site chosen for the blueberry pickers' village in the Two Hearted River Plain affords not only ready access to blueberry fields and to distant markets, but also furnishes desirable camping facilities. The camp is located at the southwestern edge of the

FIG. 4. The Two Hearted River Blueberry Plain, Luce County.

Shaded areas represent sections with blueberry patches. Other parts of the area covered by the map are mostly in small second-growth Jack pine. The blueberry pickers' camp is represented by a black square. Continuous parallel lines indicate good dirt roads; dashed parallel lines are poor dirt roads.

fields, at a point where numerous dirt roads from the blueberry tracts focus upon County Road 412, which in turn leads southward to Newberry and ultimately to more distant markets (Fig. 4). Hence, as berries are brought in nightly by the pickers, they are assembled at the point most accessible to trucks from the south.

The specific spot selected for the camp is a grove of second-growth Jack pine immediately south of Route 412 and directly west of the East Branch Two Hearted River. Trees provide shade for the campers, while the nearby stream supplies water for washing and bathing. A well sunk at the camp site furnishes drinking water.

Inquiry among pickers in the village indicates that many are itinerants who follow crop harvests thruout the country. Later in the year, after the blueberry season, some will be gathering cherries in lower Wisconsin, apples in Virginia, pecans in Georgia, or perhaps winter vegetables in Florida. Such gypsy-like existence makes them an enigma to more stable and settled citizens of Luce County, and yet the latter seem to envy them such a simple and carefree life.[3]

Intermingled with the roving pickers is an admixture of local people—men on vacation from factory or office jobs, farmers with free time, mothers and children[4] out for a day in the fields—who spend a few days or weeks gathering the blue bounty of Nature for home use or sale to buyers. Wearing camp clothes and driving family cars, they are scarcely distinguishable from professional pickers when encountered in the fields. Instead of camping at the Two Hearted River Plain village, however, they ordinarily return to their homes in southern Luce County at nightfall.

Shipment of berries from the Two Hearted River Plain is entirely by trucks owned by concerns purchasing the crop. Some trucks deliver berries to Newberry stores that serve as agents for canning firms in Chicago and Milwaukee, to which they are shipped by railway express. Other trucks, owned by out-of-town canneries, make the entire trip to Chicago and Detroit.

[3] "Berry pickers are wending their way into the woods, now that the huckleberry is ripening. Strange people. Wherever they stop is home, and in most cases there are whole families of them. An old car, loaded with bedding and whatnot, and little suntanned children sticking out here and there. They may not have food for the next meal, and every last one has to pitch in and pick enough berries so that they may be turned into cash at the next town. Where they come from and what they do when the season is over is a mystery, but each year finds the woods full of them. They live in the open and get their living off the bounty of mother nature. They are not a downhearted people, but on the contrary, seem happy and get much out of life." *The Newberry News*, August 16, 1929.

[4] The extent to which local children engage in berry picking is indicated by the following quotation: "Enrollment in the Newberry schools at the end of the first week of school was forty-eight less than had been expected. . . . This is attributed to some families still being on vacation trips and also to the fact that a number are still out on the huckleberry plains picking the last of the crop." *Ibid.*, September 13, 1929.

Problems

Problems associated with the blueberry industry in Luce County are diverse. Yields vary greatly from year to year, depending upon climatic conditions, for late frosts in May or June destroy blossoms, droughts in July shrivel the berries, and early frosts in September cut the harvest season short. Prices also fluctuate considerably with the years, depending upon the amount of blueberries available from competing areas elsewhere in the country and upon the competitive position of blueberries among other fruit crops.

A problem peculiar to the blueberry industry centers upon the use of rakes to harvest the crop.[5] It was early found that miniature wire rakes, when pulled thru the bushes, could be used to gather berries rapidly and with little effort. Unfortunately, they pull ripe and unripe fruit, so that yield from a given area is sharply reduced. When the crop is plentiful, there is little disagreement over the use of rakes, since there are more than enough berries for all. But in poor seasons rakes become a "bone of contention" between pickers who wish to obtain a large number of berries in a short time, and those who intend to return to the fields several times in order to obtain the maximum yield of fruit over the full harvest season. In recent years, state legislation has sided with non-raking pickers, and it is now illegal to use the rake on state lands. Only during the labor shortage period of World War II were rakes permitted in order to enable a large crop to be gathered by a small force of pickers. Since 1946, restrictions against rakes have once more been enforced.

Still another problem associated with the industry is that of declining yields. Berry bushes seem to thrive for only two or three years after a field has been burned over. Knowing this, berry pickers for many years have been setting fire to fields after the harvest. Because of danger of starting forest fires, however, such practices have been prohibited by state law. In partial compensation, the state itself now engages in controlled burning of fields that are publicly owned.

As during previous decades, lands upon which the blueberry grows are controlled almost entirely by individuals, companies, or government agencies that themselves are not interested in gathering berries. Except for government lands, therefore, there are

[5] For a discussion of the subject of rakes in the harvesting of blueberries, see Van Coevering, Jack, "Woods and Waters," *The Detroit Free Press*, August 2, 1939.

virtually no restrictions or charges involved in harvesting the crop. On state lands, including the important Two Hearted River Plain, regulations prohibit use of mechanical harvesters and non-controlled burning of fields, but otherwise pickers are free to act as they choose. Berry pickers, therefore, are like placer gold miners —they require no capital, they use only the simplest and most inexpensive equipment, they pay no rent, their labor is not for hire since they earn more working for themselves. They are ever on the lookout for a rich strike—that fabulous stand of berries that will surpass all others. Finally, they come and go when they wish, free as air to tarry or depart.

FUTURE

The future of the blueberry picking industry of Luce County is only moderately promising. True, the state has designated many square miles for controlled burning of fields to foster production of the crop, but this action must be viewed in the light of the overall blueberry situation for the country as a whole. Areas in which wild blueberries grow in abundance are widespread, extending thruout the Lake States, New England, the Appalachian Highlands, and the Atlantic and Gulf Coastal Plains, as well as in scattered parts of interior United States and the Pacific coast. Likewise, cultivation of superior[6] blueberries has made significant progress in certain sections of the country, giving such areas the great advantage of an early start over Luce County even should this county ultimately take up farm production of the crop. Furthermore, some existing areas of commercial production, such as those in New Jersey, New England, and Lower Michigan, are situated closer to large urban markets for fresh fruit and important canning centers than Luce County, while other centers such as North Carolina can produce early fruit of high unit market value, which factors favor continued concentration of blueberry cultivation in those areas. All in all, therefore, Luce County industry can at best hope for nothing more than maintenance of its present relative position in the industry.

[6] Cultivation and breeding has produced berries as much as three times the size of the best wild blueberries.

RECENT DEVELOPMENTS IN THE PACIFIC NORTHWEST

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Out of the lands of tall timber, rugged nature and equally rugged men have come many tall tales. One of the most colorful characters in these tales was Paul Bunyan, a true giant of stature and imagination. Perhaps the reader recalls that Paul loved to boast of his great blue ox, Babe. One of Babe's exploits was the running of a mighty race with an incredibly swift ostrich. After Babe had gotten off to a slow start he suddenly came to life and in a magnificent burst of speed he won the race easily. According to the story he arrived at his goal in Washington six hours ahead of his own shadow!

Today in this land of the towering Douglas fir, Ponderosa pine, Redwood and contrasting purple sage, developments are transpiring which seem like Bunyan tales but are actually true. Many of these developments which began in the hectic race to win World War II are beginning only now to cast their shadows on the consciousness of the rather self-centered eastern public.

AREA AND POPULATION OF THE NORTHWEST

The area of the states of Washington and Oregon nurturing this new giant is vast. It includes 165,173 square miles which is two and one-half times the area of the entire New England home of well-established industrial giants. In 1940, however, the population, which may be likened to the physique of Bunyan in our analogy, was only one-third that of New England. War caused a rapid teenage growth. Oregon increased its population by forty-nine per cent and Washington by forty-one per cent in the short period between 1940 and 1946. Since percentages may show little or create as false impressions as Bunyan tales, the following table is given.

	1940	1946	Increase
Oregon	1,089,684	1,622,629	532,945
Washington	1,736,191	2,448,029	711,838

Thus the increase of each is almost equal to the total growth of each from birth to 1900, or, in other words, each has added about as many as the total population of Pittsburgh to its muscle power.

FOOD FOR GROWTH

Many of the calories necessary for such growth are found within the states themselves. Enumeration of a few will serve as illustrations. The land of Bunyan was a land of great forests. Today these forests are appreciated more and more and are being utilized more intelligently. Out of the sad experience of wanton exploitation and fires is evolving a new era. Much credit for increasing appreciation of this caloric element is due to the Pearl Harbor of Forestry in the Northwest, the Tillamook Burn of 1933. In less than a week, twelve billion board feet of prime Douglas fir, or a total greater than the entire cut of the nation during the depression years, was burned. Westerly winds carried smoke and debris from the bay area far inland. Portland spent weeks clearing out soot and dirt. Thousands of animals were found with their charred noses pointed toward water courses they failed to reach.

This tragic fire awakened lumbermen as Pearl Harbor later awakened the nation to danger. New protective devices such as fire patrols and trails were instituted. Tree farms were begun to replace cut and burned trees and to insure replacement yields. Such replacements are vitally necessary to the whole nation since ninety per cent of the shingles, thirty per cent of the lumber and twenty per cent of the woodpulp used in the United States come from this area. Seattle is one of the leading lumber producing and exporting centers of the world. Tacoma is a center for pulp and paper with twenty-five pulp plants and seventeen paper mills located nearby. Sustained yields will invite further wood dependent industries.

Protein for the growth of the giant is added by the fishing industry. Fifteen thousand fishermen and thirteen hundred canneries employees are kept busy supplying this ingredient. Eleven million pounds of albacore are caught along the Washington-Oregon coast. Oysters constitute a million dollar industry in Wallapa Bay, Washington. Thirty-nine million pounds of salmon are caught and a large proportion canned while smaller quantities are sent by air express to eastern markets. The halibut industry has migrated from eastern shores to these Pacific waters. One of the newest industries is the processing of pilchards for oil and fertilizer.

Agriculture contributes to the growth. Some of these figures

are surprising when we quote the Department of Agriculture figures and not tales told by the natives. For example, seven and one-half million cases of graded peas are produced from native soils and canned in one hundred and twenty-five canneries. Over $200,000,000 was returned in 1946 from other crops. A partial list of these include:

$100,000,000	apples
30,000,000	pears
32,000,000	potatoes—almost 100,000,000 if Western Idaho included
8,000,000	plums
8,000,000	sugar beets
7,500,000	peaches
4,000,000	strawberries
3,500,000	apricots
1,500,000	grapes

Let me remind the reader to reflect on how many thousands of acres and man hours are essential to such dollar totals!

To refresh your memories concerning the geographic factors involved, the following little known illustration is given. The Yakima Valley to Pasco section of Washington is entering the grape industry on a large scale. Twenty thousand tons of grapes were harvested in Yakima alone in 1946. Over sixty per cent of these were converted into Concord grape juice. Vineyards in this area are highly productive because there is a high proportion of sunshine, a high potash content from the volcanic soils, a dormant period of exactly the right length to allow revitalizing of the vines, and sufficient irrigation water to provide scientific control of water to produce top quality fruit. These geographic factors make possible the growing threat to the supremacy of New York state in grape juice production.

POWER FOR GROWTH

In our present use of similes the Columbia River can be likened to Paul Bunyan's great blue ox, Babe. Both are the epitome of power and strength. This mighty ox of rivers drains 259,000 square miles of which all but 22,000 miles are in the United States. This is an area larger than France or twice the size of the British Isles. To bring the comparison closer to home it is an area equal to that stretching from Maine to the southern border of Virginia. The course of the river is 1200 miles long and carries 160,000 acre feet of water annually.

The great volume could develop 50,000,000 kilowatts but more

practically about 30,000,000. Grand Coulee and Bonneville dams alone now produce almost one and one-half million kilowatts and could be stepped up. There are now one hundred and three dams in the northwestern states and eleven are projected or in process of building between Grand Coulee and Bonneville. In 1945 the installation of hydro-electric energy in Seattle and Portland alone conserved over four million barrels of precious and increasingly critical oil.

Modern research recognized the strength of this "blue ox." Hanford a "tar paper city" has been replaced by Richland and New Richland, just west of Pasco. Here 15,000 people have found employment in a previously uninhabited area. The government mammoth plutonium works for atomic energy projects caused the astonishing growth. Among factors listed as reasons for the choices of the area are: fairly well isolated and protected from coastal invasion; fewer people to endanger; an abundant supply of clear, uncontaminated water; and abundant, cheap hydro-electric power.

Other giants of modern industry realize the strength of this ox and are migrating westward. One of the outstanding examples is aluminum. In 1940 no aluminum was processed west of the Mississippi River but just four years later in 1944, one-half of the nation's supply came from far west of the Mississippi in Washington. Alumina (by this time) was shipped from East St. Louis. Cryolite from Greenland was used as a catalyst to create two and one-half million pounds of pure aluminum. In 1946 a new plant at Baton Rouge took Surinam bauxite to produce alumina. This is sent in six days by Panama Canal or overland to Tacoma where aluminum pigs are made. Great reduction and rolling mills were begun in Spokane. These latter are the only ones west of the Mississippi and are the second largest in the United States. Under the direction of Henry Kaiser this western area can now produce eighty per cent of the nation's needs prior to World War II.

Closely reflective of cheap power is another development to produce aluminum from alunite clays that abound in Washington. "Castle Rock" clays are reduced at Longview to alumina in experimental quantities. This opens tremendous possibilities since aluminum is a common denominator in clays but, hitherto, has been too expensive to extract.

From the new aluminum industry has grown the Kaiser Perma-

nente Products Company to develop aluminum products. Alcoa, of Pittsburgh origin, also has a large plant at Vancouver, Washington. Reynolds Metal Company has plants at Longview, Washington and Troutdale, Oregon. Brown Industries, the nation's leading manufacturer of aluminum trailers and truck bodies, has its factories in Spokane. Its sales and service divisions are found in fourteen large cities all over the United States. A large freight and box car manufacturer is making plans to establish operations in Washington. These lighter, more durable, greater capacity cars may create some readjustments in our steel industries.

Furthermore in this same area, at Tacoma, is the largest combined smelter and refinery in the United States. Electro-metallurgical gold, silver and most important, copper come from this plant which refines one-tenth of the total copper consumed in the United States.

Boeing established his magnificent aircraft industry in his native city of Seattle. Twelve thousand workers were employed in one plant alone. Currently it is not so large but is a dominant potential for future emergencies. Mention need merely be made of Kaiser and his shipbuilding activities. Steel plate made in the Provo, Utah plants were used in these ships since there were no such mills on the northwest coast. In 1943 this weakness was recognized and a plant begun in Vancouver, Washington. This plant draws upon the large ore deposits of South America.

The northwest is cradling still another industrial giant in the form of woolen mills. Seattle, Portland, and Eugene are centers. The Pacific Woolen Mills brand is increasingly familiar in the east. Woolen blankets, knit goods and suitings of high quality are fabricated from western wool. Portland is second only to Boston as the world's wool center. The valleys of Oregon also supply one-half the United States mohair wool.

Flax of local and Belgian origin is made into twine and linen yarn. These compete very successfully with eastern producers since this is the only area growing long staple flax in the United States.

Space does not permit an elaboration of more industries but mention of a few may raise questions in your minds. Wooden products, furniture packing cases, prefabricated houses, flour mills and sugar beet factories, magnesium products made from the new light-weight miracle metal. The magnesium is found

locally in large quantity. Chewelah, Washington has an estimated twenty billion tons, world's largest reserve. Perhaps some of you have seen and lifted wheelbarrows made from this alloy that are so light they can be lifted by a small child.

RECREATION

Last but not least we should include the thousands of people who want to revel in the beauty of the natural habitat of Bunyan and stare at the wonders that dwarf the tallest tales. In the northwest, these people created a two billion dollar tourist industry in 1947. In this year forty-nine million people visited National Parks all over the United States and many of these travelled to Glacier-Waterton International Peace Park and were amazed by Columbia dam projects, irrigated valleys and awesome forests.

So we see the birth of new giants among men and industries which clearly serve to prove "Truth is stranger and almost as amazing as Paul Bunyan fiction."

A CONSERVATION WORKSHOP FOR TEACHERS

JAMES E. ROWAN
Eastern New Mexico University
Portales, New Mexico

During the 1948 summer session the Geography Department of Eastern New Mexico University, in collaboration with the United States Forest Service and twenty-four other state and federally sponsored agencies, offered an eight semester hour senior college course called "Know Your New Mexico," a workshop in the principles of conservation. A similar course was offered in five other institutions of higher learning in the states of New Mexico and Arizona. In each of these states the State Department of Education agreed to accept the course work for certification purposes or as natural or social science. The workshop was considered highly successful by the students, the sponsoring agencies, the college administrators and the instructors.

OBJECTIVES AND ORIGINATION

The objective of the course, simply stated, was to teach elementary and secondary teachers of the state how to teach the

art of wise use of natural resources to students during their formative years. The idea of teaching subject matter to students while young is not new to most teachers. In this course offering the idea was elaborated upon and given fresh impetus by Rex King and Mrs. Ruth B. Jones, specialists with Region Three of the United States Forest Service. The Forest Service sponsored the course in the several colleges.

The mechanics used in setting up the workshop involved many of the same techniques used by college teachers of geography when setting up a course, except that they were slightly more intricate and detailed. A consulting committee of college teachers, college administrators, and Forest Service officials, set up the course of study by subjects and then made contacts with the visiting teachers who made their own subject outlines.

A coordinator was considered necessary at each college. His work consisted of keeping the many and varied activities of the students, visiting lecturers, and sponsoring agencies, running smoothly and efficiently. He also served as a clearing house of information for all concerned and as the leader of all field trips.

Course Work and Presentation

The classroom course of study consisted of thirty-four units, ranging from one on Objectives, to others on such topics as, Watershed Management, Flood Control, Wildlife Management, Farm and Ranch Management, and Soil Conservation Districts. Before the graduation exercises one four-hour period was spent in evaluating the work done. From a teacher's point of view this period was an extremely valuable one.[1]

Each of the thirty-four units of study was presented by a visiting lecturer. The lecturers were all well qualified persons, most of whom held highly technical and responsible positions with federal or state agencies. Eighteen of them had completed Masters or Doctors degrees. Many of those holding the Masters Degree had completed two or more years on their doctorate. The remainder were either qualified by experience or had been granted the A.B. Degree and had done some work on the Masters Degree. A few of the lecturers had national and international reputations in their major field of study.

[1] Mimeographed copies of the entire course of study are available upon request. Address, James E. Rowan, Department of Geography, Eastern New Mexico University, Portales, New Mexico.

The techniques used in presenting the units of study were many, but would be considered quite standard by most college teachers of geography. Colored and black and white slides and motion pictures were used extensively. Maps, soil samples, botanical samples, and snapshots were used when needed. It was a common practice for the lecturer to give each student one or more pamphlets or books concerning the material covered in his discussion. A question and answer period was set aside during the last twenty-five or thirty minutes of each four-hour class period. This period was for the purpose of clearing up any misunderstandings of the students, and questions concerning the philosophies of the organizations represented were answered during the time allotted.

In order that intensive study might be encouraged a special seminar-library, for use by workshop students only, was set up in a room next to the geography-geology library. In this room the student could put in as many as six hours of study a day five days a week if necessary. The student had at hand all of the facilities of the geography-geology library plus the other literature and materials he had been able to gather. Most of the students did their typing in another small room near the seminar-library where two school typewriters were made available.

Each student was required to keep a typed notebook on the subject material covered. An annotated bibliography was stressed. In addition each was required to write a paper of near professional quality or prepare a teaching unit on some phase of conservation. The papers were written according to a standard style-form so they could eventually be published. The teaching units were written in outline form and were intended for actual classroom use after the student became a professional teacher.

The passing of three examinations was also required of the students. These were prepared by the coordinator and given at the end of the fourth, sixth, and eighth weeks. Two of the examinations were divided into approximately equal sections of true-false, matching, multiple-choice, illustrative, map-location and essay type questions. The final examination was of the essay type and required about five hours of writing. An arbitrary scale of grading was used here at Eastern New Mexico University. A percentage grade of 93% to 100% represented a letter grade of A, 83% to 92% a B, 73% to 82% a C, and 63% to 72% a D. Any grade below 63% was considered failing.

Fieldwork

Work in the field was emphasized thruout the course. Seven one-day trips were taken to areas near the campus where examples of the material covered in class could be observed and studied in detail. Before these trips, each student was handed a study sheet to aid him in his observing. In the study session immediately following each trip, questions were asked and answered with the study sheet being used as a guide. The local trips were under the direction of visiting lecturers all of whom were employed by the local soil conservation district. The field teaching methods used by these teachers were studied by the students who wished to conduct other trips after graduation.

A week-long trip was taken by the class near the end of the course. On this excursion the conservation problems of the Mescalero Apache Indian Reservation were discussed and displayed by the superintendent of the reservation. The problems of the Lincoln National Forest were shown by the assistant forest supervisor.

Prior to the week long field trip, the coordinator made a reconnaissance trip over the ground to be covered in company with the reservation Superintendent and the Assistant Forest Supervisor. Traveling schedules as well as places to eat and sleep were arranged during the reconnaissance trip.

The group traveled in state owned and private automobiles. One of the cars pulled a trailer which carried all of the necessary impedimenta. Traveling expenses for this trip were in part paid by the college from assessed fees. The amount over and above the sum set aside by the college was prorated among the students. Each member of the group was fully insured against accident and before the trip started each signed a statement absolving the college or the drivers of any responsibility in case an accident occurred. Careful driving and the fact that plenty of time was allowed for meeting the traveling schedules helped make this part of the trip a complete success.

An Additional College Course

The wise use of natural resources is a recognized social and economic problem in New Mexico and Arizona. This fact plus careful planning and highly superior teaching made the workshop course an immediate success in the colleges of these states. How-

ever conservation is not a problem for the Southwestern States alone but one of national importance. It is important that colleges increase their offerings in the field of conservation. Possibly the addition of a workshop course similar to the one described would be a means toward this end.

THE USE OF VISUAL AIDS IN THE CLASSROOM

JULIA M. LOYA AND LUCILLE A. NEWHOUSE
McKeesport High School, Pennsylvania

John R. Bradley, formerly of the Library of Congress, said, "Motion Pictures in education place us on a threshold of a renaissance in learning no less significant than that which followed Gutenberg's invention of the printing press."

In our Geography Department, both the Physical and Economic Geography, visual aids as pictures, maps and atlases, globes, graphs, bulletin boards, newspaper and magazine items, and projector pictures are extensively used. The motion picture is the specific visual aid discussed in this paper. There are a number of reasons why films in the class-room may be of great value.

1. Certain meaning involving motion can be presented—a film can show what is happening as well as how, when, or where.
2. It can bring distant places near for closer observation.
3. It can help one understand a series of events, and follow thru a sequence of thought.
4. Films can bring remote word meanings into the class.
5. They can enlarge or reduce sizes of objects for better understanding.
6. They can give understanding of relationships of ideas and events.
7. Films can correct distorted ideas, impressions and conclusions. But films *cannot* take the place of the textbook and teacher altho they can be used effectively to supplement the book and teaching materials. The armed forces have used films very effectively. Industry is now using films for various purposes.

In order to be effective, films have to be carefully chosen. The age group and the level of pupil understanding must be considered. The reasons are obvious. Some films are purely for entertainment,

some are poorly photographed, others are too technical, etc. The use of the film has to be kept in mind in making a choice, for films may be used to: 1) introduce a unit; 2) to present materials during a unit; 3) to summarize the facts of the unit. The catalog advertisement does not always give the complete information about a film so that it is wise to preview a film before showing it to determine its contents so that should it be unsatisfactory, time is not wasted in showing it to the class and, too, one becomes acquainted with facts that can be called to the pupil's attention.

Economic Geography in the 10th grade is concerned with the study of the United States and its place in world commerce. In this commerce are included a number of products from lands unlike our own, for example bananas from the tropical lands south of us. The textbook materials and pictures supply many of the facts the pupil needs to know, but these facts do not take on complete meaning because they represent a section of the world and conditions so very different from the areas in which he lives.

The reason for selecting the film *Yes, Bananas* as a visual aid may be classified as follows: to present facts already learned, to bring to the pupil the distant lands he himself cannot visit, to show complete sequence from production to the distribution of the bananas, to understand why we can't produce this commodity commercially in our own country, to emphasize the differences in the methods and tools used in this type of agriculture, and to make comparisons with methods and tools used in his own country. Tolerance of, and respect for another man's honest work is stressed regardless of the methods and tools he uses, his locality, or his dress.

Since we are using this film to summarize the facts already learned, the pupils are expected to reacquaint themselves with the various aspects of this industry. During the film showing they are expected to watch for such details as areas in which the bananas are grown, certain climatic conditions shown without benefit of the uttered word, the methods and tools used to produce the million of bunches per year, check on the unique methods of handling the fruit, and anything unusual that is shown. Often times these suggestions are mimeographed in the form of questions and given out for study in preparation of film showing. Notations may be jotted down for discussion in class while the film is shown so that the students may better recall scenes they may want to ask about later.

After film-showing a discussion takes place. Some of the many

questions they ask are, "If there is 100 inches more or less of rainfall, why isn't this land flooded?" Here is recalled the porous condition of the soil that some never saw before as well as the drainage ditches built for such a condition. Many have seen seeds planted but few have seen anything else planted. They want to know if we have any plant that grows from rootstock like the banana. Here a discussion of the tuber and its eye that corresponds to the eye of the banana rootstock may be in order as well as dahlia roots might be discussed. Again they find out why this cannot be called a tree and why one couldn't successfully climb up and get the bananas. There are many other questions that arise. After the questions have subsided, they are asked, "What impressions did the film clarify for you?" Usually they mention the fact that no plowing is done; there is only one bunch of bananas on the plant and the plant is destroyed after a cutting so how could they ever get the million bunches the statistics show. Here they have to be shown how many plantations are planted at different times to mature at different times to insure a constant supply. Again they are amazed at the crude methods used but when asked what methods they would use under the circumstances, they show more respect for the methods they thought were so crude. Some pupils told of banana plants that friends in California, have in their back yards, and one brought in a clipping to prove that they grow in Florida, but when they realized that they are not grown on a commercial scale because they lack the continuous climatic conditions, they were convinced that they were grown for "exhibition." When questions and discussions have been exhausted, an assignment is made for the following day. Sometimes answers are written for the questions on the film or a résumé of the film is asked for.

Most of the pupils agree that the film has helped them to understand the relationship between man's activity and his environment —how man has overcome many of the handicaps Nature has put in his way and makes Nature work for him. Films have helped to clarify erroneous impressions and concepts. Last but not least, they most generally agree that this educational film is interesting, instructive and enjoyable.

THE INTERNATIONAL GEOGRAPHICAL UNION

Geographers should put a red circle around July 1952, for during that month the Seventeenth International Geographical Congress will meet in Washington, D.C. This will be the first time that the Congress has assembled on this side of the Atlantic since 1904, and 1952 is an especially appropriate year since it also marks the Centenary of the American Geographical Society. Some of the sessions will be held in New York City.

Arrangements for the next Congress are under the direction of the newly appointed Chairman of the United States National Committee of the I.G.U., Dr. Wallace W. Atwood, Jr. This Committee serves under the National Research Council in Washington, which is the official adhering body for this country. The Union is made up of thirty member countries; there are no individual memberships.

The Sixteenth International Congress was held in Lisbon last April. The meetings lasted from April 8 to 15, and were preceded and followed by a series of excursions thruout Portugal. The total registration both of individuals and institutions numbered 706, of whom 330 from thirty countries were in actual attendance. The delegation from the United States totaled thirty-eight. Miss Cora P. Sletton was the representative of the National Council of Geography Teachers.

The Congress normally meets at intervals of three to four years. Between sessions, much of the activity centers around the work of various Commissions. Thirteen of these, with their Chairmen, were appointed at Lisbon, as follows:

1. Population: Allen G. Ogilvie (Great Britain)
2. Industrial Ports: W. E. Boerman (Netherlands)
3. Bibliography of Ancient Maps: Roberto Almagia (Italy)
4. Geographic Utilization of Aerial Photographs: M. Barrere (France)
5. International Map of the World: John K. Wright (United States)
6. Agrarian Geography: Daniel Faucher (France)
7. Medical Geography: Jacques M. May (United States)
8. Inventory of World Land Use: Samuel Van Valkenburg (United States)
9. Regional Planning: Jean Gottmann (France)
10. Periglacial Morphology: Hans W:son Ahlmann (Sweden)
11. Soil Erosion: Edward Ackerman (United States)
12. Terraces: H. Baulig (France)
13. Erosion Surfaces: E. de Martonne (France)

One of the long-standing activities of the Union has been the publication of the Bibliographie Geographique Internationale which is now resuming its publication after the interruption of the war. In addition the Union supports the newly established Bibliographie Cartographique Internationale, the first issue of which has just been published.

While the Congress meets under the direction of the host country, the permanent organization is known as the International Geographical Union. The following officers have been elected to serve until the forthcoming Congress:

Honorary President for Life: Professor E. de Martonne (France).

President: Professor George B. Cressey (U.S.A.).

First Vice-President: Professor Marguerite A. Lefevre (Belgium).

Vice-Presidents: Professor Roberto Almagia (Italy), Professor Hans Boesch (Switzerland), Professor Christovan Leite de Castro (Brazil), Professor George H. Kuriyan (India), Professor Orlando Ribeiro (Portugal), Professor L. Dudley Stamp (England).

Secretary-Treasurer: Professor George H. T. Kimble (Canada).

The newly elected President, Professor George B. Cressey of Syracuse University, represented the I.G.U. at the sessions of the International Council of Scientific Unions

held in Copenhagen September 11-16. While on this trip he also visited the National Committees of the Union in Norway, Sweden, Denmark, and Great Britain. Thanks to a grant from UNESCO, who contribute generously to the work of the Union, it is expected that he will travel to Latin America early in 1950. At present the only member nations south of the United States are Cuba, Brazil, Argentina, and Chile, and it is obvious that the number should be increased prior to 1952.

GEOGRAPHICAL PUBLICATION

Ralph H. Brown. **Historical Geography of the United States.** Harcourt, Brace and Co., New York, 1948. 596 pages, 147 illustrations and maps.

This excellent book is the last publication of an eminent geographer whose untimely death precludes further contributions which have always been welcome additions to geographic literature.

Historical Geography of the United States deals with the development of our country from the colonization period to the present. Particular attention is paid to the progressive economic changes which various regions have undergone, the bases on which industries of the past were built, the types of settlements and frontiers, and the expansion of our nation from ocean to ocean. Dr. Brown describes conditions in the early English, French and Spanish settlements and then presents a view of the Atlantic seaboard and South in the first years of the Republic. Next he extends his study into the Ohio Valley and lower Great Lakes region to 1830. A section on the New Northwest describes the fur trade, mining industries and forest exploitations in upper Michigan, Wisconsin and Minnesota. Then follows the story of the Great Plains and Rocky Mountains with considerations of the trappers and buffalo hunters, the cattle empire the farming frontier and the mining development. The final part of the book discusses the Pacific Northwest, the Great Basin and California and the problems of their settlement and utilization of their resources.

The book is interestingly written and represents wide reading and scholarly analysis of source materials. There are many reproductions of old maps and contemporary drawings. The bibliography and index are usable and adequate. *Historical Geography of the United States* is both a useful textbook and valuable reference work. The reviewer finds much to praise and little to criticize except he wishes that more mention had been made of the geographic factors affecting routes of travel, locations of settlements and expansion of industries. The what, where and when of things are well treated but some students will regret that the explanations of the why of things sometimes seem inadequate.

OTIS W. FREEMAN

Specialist for Geography in Higher Education
Office of Education

THE NATIONAL COUNCIL AT WORK

The National Council of Geography Teachers will hold its Thirty-fifth Annual Meeting, Friday and Saturday, November 25th and 26th at Hotel Cleveland, in Cleveland, Ohio. Friday morning meetings will be devoted to papers on problems in geography teaching. Miss Edith Parker, of The University of Chicago will talk on a vital problem in teaching geography in the elementary school; Miss Zoe Thralls, of The University of Pittsburgh, will examine problems in high school geography teaching; and Dr. Lewis F. Thomas, of Washington University, St. Louis, will consider the strength and weakness in present day teaching of geography at the college, university, and graduate school levels. The new high school geography curriculum for the State of Pennsylvania will be discussed by Miss Mary V. Phillips of New Kensington, Pennsylvania High School.

Friday afternoon will be given over to sectional meetings on (1) elementary education in geography; (2) the motion picture in geography teaching; (3) activities of Gamma Theta Upsilon, honorary fraternity in geography. After the sectional meetings, a tea will be given visiting members and guests of the Council at Western Reserve University.

Dr. Gilbert Grosvenor, president of the National Geographic Society, will deliver the banquet address on Friday evening. His topic will be "Explorations of the National Geographic Society."

Saturday meetings will feature talks by Dr. George B. Cressey of Syracuse University, Dr. Roderick Peattie of Ohio State University, Dr. Samuel Van Valkenberg of Clark University, and Dr. Langdon White of Stanford University. These authorities will discuss geographic problems of Asia, South Africa, Europe, and South America.

A cordial invitation is extended to members of all geographic organizations and to all persons interested in the field of geography. Further details concerning the program will be announced in the October issue of the JOURNAL.

Members of the Executive Board are requested to make plans for the first business meeting on Thursday, November 24th at 3 P.M. An Executive Board dinner will follow the afternoon meeting, after which a second business meeting will be held. Members of the Council wishing to present items of business for executive consideration should forward such items to the president or secretary before November 10th.

Professional Paper No. 9 was issued in April and consists of six papers, each of which deals with some aspect of geography and world understanding. These papers were prepared for the Annual Meeting held in Chicago last November. Copies of Professional Paper No. 9 may be secured from Miss Melvina Svec, Department of Geography, State Teachers College, Oswego, New York, for fifty cents each.

The following State Coordinators should be added to the lists that appeared in the JOURNAL OF GEOGRAPHY of March and May.

Delaware: Emma Ehlers, University of Delaware, Newark
Louisiana: H. J. Chatterton, 805 West Street, Lafayette
Maine: Genevieve Clark, State Teachers College, Gorham
Minnesota: Lyda Belthuis, University of Minnesota, Duluth Branch, Duluth 5
South Dakota: Charlotte M. Noteboom, University of South Dakota, Vermillion

EDITORIAL NOTES AND NEWS

For fifty years Dr. Gilbert Grosvenor has served as Director and the President of the National Geographic Society and as Editor of the *National Geographic Magazine*. In honor of his long and remarkable record of achievement and to help celebrate the fiftieth anniversary of his service, the Board of Trustees of the National Geographic Society has established the Grosvenor Medal as the Society's award "for notable contributions to geography." The first presentation of this medal was made to Dr. Grosvenor in recognition of his distinguished service in building the society and as Editor of the *National Geographic Magazine*, 1899-1949. Under Dr. Grosvenor's guidance and editorship monthly editions of the *National Geographic Magazine* have increased from less than a thousand to over two million, and it has become an educational household institution in the United States.

Altho he had little formal education in geography, Dr. Grosvenor before he became editor had developed a global viewpoint, world wide interest in distant places and a love of travel. He was born in Turkey and lived there during the formative years of his life. For two decades his family lived in the Near East where his father was a professor of history at the American-sponsored Robert College at Constantinople. Dr. Grosvenor came to the United States for his college education, and graduated from Amherst with honors. He then took a teaching post at the Englewood, New Jersey Academy for Boys. In 1899 he accepted an invitation from the National Geographic Society to become its editor.

As editor Dr. Grosvenor started using pictures on an unprecedented scale and later quickly turned to color photographs. He pioneered in down-to-earth treatment of scientific subjects, and assembled a large and competent cartographic staff. By sponsoring scientific expeditions of exploration on land, on sea, on the bottom of the ocean and in the air the National Geographic Society has helped collect a wealth of geographic knowledge.

A water-table map for the Platte-Republican Divide Area, Nebraska, is now available in limited numbers at the United States Geological Survey office in Lincoln, Nebraska. This map shows the movement of ground water between the two rivers.

The Chicago Geographic Society awarded the U. S. Monroe Prize of $250 to *Historical Geography of the United States* by Ralph Brown. The society considered it the most meritorious geographic book published in the United States in 1948.

Within the last few months four new chapters of Gamma Theta Upsilon have been established. Chapters and sponsors are: Alpha Gamma, Western Michigan College of Education, Kalamazoo, sponsor, Dr. Cyril L. Stout; Alpha Epsilon, University of Utah, Salt Lake City, sponsor, Mr. Elbert E. Miller; Alpha Zeta, Teachers College, Columbia University, sponsor, Dr. George T. Renner; and Alpha Eta, Nebraska State Teachers College, Chadron, sponsor, Mr. Alvin M. Johnson.

L. DUDLEY STAMP, Professor of Social Geography, London School of Economics was one of the visiting speakers at the Indiana University Summer Convocation series. The subject of his lecture was "Feeding the People of Britain." Professor Stamp will return to Indiana University in March, 1950 to give a series of lectures.

DR. ROBERT BOWMAN formerly of the University of Iowa, beginning September, 1949, will be professor of geography, at the University of Nebraska.

GEOGRAPHICAL PUBLICATIONS

J. Russell Smith and Frank E. Sorenson. **Our Neighbors at Home.** 250 pp., and **Neighbors Around the World.** 250 pp. The John C. Winston Company, Philadelphia. 1947.

In the first book, the various type communities pictured and described are about the farms and industries usually considered at third grade level. The stories of these communities are generalized.

In the second book, the various journeys and stories cover the usual fourth grade topics on the polar areas and then move equatorward over the various regions in sequence. A series of maps shows the location of the areas under discussion.

To be commended is the completeness of telling the seasonal story on the farm and other communities. The stories are interestingly told and the vocabulary appears well suited to the grade level. Another feature is the definition use of words and terms the first time they appear in the text. The index is combined with a glossary and pronunciations. The index will serve little use since thirty to forty pages are listed for some single topics. Most units close with an explanation of how goods are sold for money so that people can buy the things they do not make. Three kinds of exercises close each unit.

Both books make generous use of photographs and colored pictures. The second book adds sketches which lack scale and proportion. Both the colors and grotesque features of people detract from the first book. Some pictures lack captions or means of identification. Some captions are irrelevant and inaccurate, e.g.: "Why do ranchers send cattle and hogs to the Corn Belt to be fattened?" and "Crop rotation is practiced in each contour."

In an attempt to popularize content, a number of errors occur in the text. Development of details is not equally complete. Nothing is said about the height of hay yet the sentence reads, "After the cut grass has dried for several hours in the sun, we call it hay." The illustrations of our cotton belt show mules but the text tells only of horses and tractors.

Some strange mental images will probably result from such statements as:

"Millet is a kind of grain somewhat like oats."

"The caterpillar tractor has big feet."

"The builders of Coaltown have learned how to make very nice houses on these long narrow lots." (The colored picture contradicts this statement.)

". . . to clean a codfish . . . cut off the head. Next split open the fish. Then put it in a barrel and cover it with salt."

Attempts at being facetious are to be deplored. In a sketch showing a street scene, one sign reads: DR. PAYNE, Dentist. The rather common practice of having a hen hatch duck eggs is told as a "joke" on the hen.

Much emphasis is placed upon farmers sharing equipment and working back and forth on each other's farms. While this may be true to some degree, it happens in most every story. Children who are familiar with the home region will probably be critical of some of the parts telling about their type of community. However, they will be delighted with reading about the things in a community that is much like their own, and some will find an opportunity to make changes and additions in the book stories.

M. MELVINA SVEC

State Teachers College
Oswego, New York

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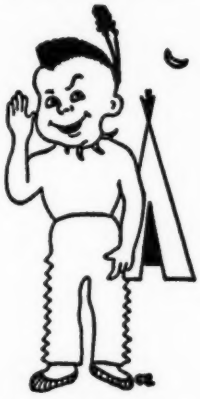

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EDITORIAL NOTES

Dr. Raymond Murphy, Clark University, taught at the University of Colorado during the 1949 ten-week summer session.

Dr. Robert D. Hall, University of Michigan, served as Visiting Professor of Geography at the University of Hawaii 1949 summer session.

The New Jersey Council of Geography Teachers held its annual spring meeting on May 7 at Rutgers University in conjunction with the New Jersey Association of Secondary School Teachers. Emphasis was placed on geography in secondary education.

Dr. Otis W. Freeman, associate editor of the Journal of Geography, returned to Eastern Washington College of Education in June, 1949, to resume his duties as head of the Department of Physical Science and professor of geography and geology.

Classroom teachers enjoy the 117 page bulletin "The Audio-Visual Way" published by the State Department of Education, Tallahassee, Florida.

Have you ordered a copy of "Geography in the High School," the latest addition to the Geographic Education Series? This volume was prepared by a Committee on High School Geography consisting of H. O. Lathrop, Elizabeth S. Licton and Zoe A. Thralls, Chairman. The volume came from the presses in June, 1949.

Dr. Nels A. Bengtson, formerly Head of the Department of Geography, University of Nebraska, joined the Geology and Geography Department staff of the University of Missouri in September, 1949.

Dr. V. C. McKim, Chairman of the Geography and Geology Department, Fresno State College, California, taught at Teachers College, Columbia University, New York, during the 1949 summer session.

The Illinois Council of Geography Teachers held its annual meeting in May, 1949 on the campus of the University of Illinois, Undergraduate Division, Galesburg, Illinois. The new officers are: President, Floyd T. Cunningham; Secretary-Treasurer, Annemarie Krause, both of the Southern Illinois University, Carbondale. W. O. Blanchard, University of Illinois, Urbana, is the new editor of the *Illinois Bulletin of Geography*. H. O. Lathrop, Illinois State Normal University, Normal, continues as State Coordinator.

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EDITORIAL NOTES

A new Department of Geography was activated on July 1, 1949 at Rutgers University. Dr. Andrew H. Clark is the first chairman of the department, which is in the College of Arts and Science. The department will be the first of its kind in New Jersey to offer elective courses in geography to students in the Liberal Arts, Business Administration, and Engineering. According to Dr. Clothier, president of Rutgers, the department will "perform perhaps its greatest service in rounding out the education of our students who are preparing for careers in such fields as economics, history, international affairs, journalism, law, and teaching in the secondary schools."

Have you seen the Curriculum Bulletin entitled "Social Studies Grades, Three and Four" prepared by the Bureau of Reference, Research and Statistics, Division of Curriculum Research and Division of Elementary Schools, Board of Education of the City of New York?

Have you examined "Large was Our Bounty," the 1948 Yearbook of the Association for Supervision and Curriculum?

Some in-service teachers have not seen the 1943 Yearbook of the Department of Rural Education, National Education Association of the United States. The yearbook is entitled *Conservation Education in Rural Schools.*

DR. C. LAUGDON WHITE addressed the California Council of Geography Teachers at its annual meeting held on the Ventura Junior College campus in May, 1949. He taught during the 1949 summer session at Portland University.

Geography In the High School

This new volume, in the Geographic Education Series, was prepared by a committee of the National Council of Geography Teachers, of which Dr. Zoe Thralls, University of Pittsburgh, was chairman. It is the only available book devoted entirely to geography at the level of the secondary school. With the increasing interest in the inclusion of courses in geography, teachers of junior-senior high school geography and social studies will find useful materials in this compilation of more than sixty contributions by teachers who are directly interested in teaching geography in the high school.

The organization of the content is suggestive of some of the areas of subject matter suitable for secondary levels. The material is grouped under eight major headings: Nature and Value of Geography in the High School; General Techniques; Economic Geography; Global or World Geography; Political Geography; Teaching Conservation in the High School; Meteorology; Geography and the Local Community.

To those working in areas of curriculum development, supervision, and administration, *Geography in the High School* offers patterns for planning and practical solutions to some of the problems of selection of content. The volume presents points of view and shows how goals can be accomplished.

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